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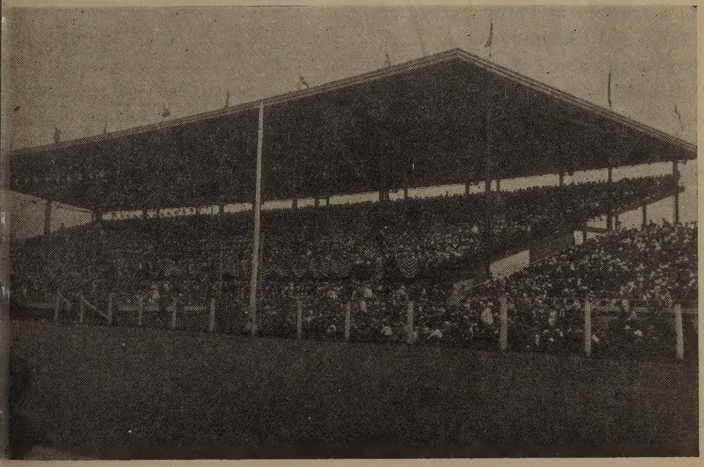
B. W. KILGORE, Director

FAIRS AND THEIR EDUCATIONAL VALUE



Courtesy Ivanhoe Whitted, Des Moines, Iowa.

RALEIGH AND WEST RALEIGH, NORTH CAROLINA

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FAIRS AND THEIR EDUCATIONAL VALUE*

S. G. Rubinow, Assistant to Director and Chairman Fair Committee.

Introduction

r the past three years, the North Carolina State Department of Agri-
ire and the North Carolina Extension Service have been coöperating
ely with the various fairs of the State. Beginning very modestly, the
has now grown to such an extent as to tax the joint efforts of all the
ultural workers in the State.
ie coöperative project conducted with the fairs consists in (1) furnish-
financial aid; (2) providing judges; (3) standardizing premiums and
s; (4) aiding in shaping fair policies; (5) conducting judging contests for
g people; (6) giving demonstrations; (7) stimulating production and con-
ation of food and feed through lectures, exhibits and personal advice: (8)
raging Boys' and Girls' Club Work; (9) perfecting community coöpera-
spirit: (10) assisting in incorporating and organizing fair associations;
standardizing the different types of fairs; (12) promoting general rural
opment, agriculturally, economically, socially and educationally.
l of this has a direct bearing on the educational value of fairs and fair
. To answer the extensive correspondence, which is coming daily, demon-
ing the large interest in fair work, over the State, and to arouse still
er interest in the real, educational worth of fair work, is, in a limited
the purpose of this bulletin.

Early History and Development

irs can be characterized as the forerunners of popular agricultural
ation. Preceding the establishment of the agricultural colleges, the agri-
ral experiment stations and the agricultural extension service, fairs have
much to shape the policy of popular agricultural education and to
on and mold public opinion concerning it. The annual meetings of the
agricultural societies, at which the sales of farm produce and cattle
conducted, were directly responsible for the development of farmers'
utes, the first definite form of modern agricultural extension teaching.
r fairs have come to us from the old world, where they had their remote
in the assemblages of traders and producers. In ancient times these
es came together to buy, barter or sell their wares, produce and live
. Fairs of this kind still remain in Europe and Asia. The Percheron
ct in France, for example, has developed the famous Percheron horse
ly through the holding of local one-day fairs or shows, which have been
active in their work up until the time of the War. While these Euro-
fairs are somewhat changed in character, from the old original type,
still maintain as their main object the disposal of articles shown by
itors.
an educational institution, embodying instructive, social, amusement
ommunity development features, the modern fair is distinctly *American.*
outstanding purpose of fairs in the United States is the stimulation of
vement in live stock, crops, and general domestic development.

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lletin No. 243—Composite Premium List and Judge's Score Cards.—S. G. Rubinow.
tension Circular No. 68—The Organization and Management of Fairs.—S. G.
ow.

First Agricultural Fairs

The very first agricultural fair in America, of which we have any reco was held at Cambridge, Massachusetts, in 1804, under the auspices of Massachusetts Agricultural Society. This fair, the conception of which ori nated in 1801, was largely characterized by the sale of agricultural produ and cattle, after the manner of the English. Premiums and prizes were offered, the European idea of a fair, as a place where exhibitors' produ could be bartered or sold, still prevailing. This fair proved such a succ that the citizens themselves raised the sum of $50, for the second fair, h in April, 1808, awarding the money in premiums to the best lamb, steer, mi cow, jack and horse actually *sold* upon that occasion.

In 1809, the citizens of Maryland, Virginia and the District of Columb formed the Columbian Agricultural Society, the first incorporated agricultu society, and held their fair in May of the same year. This fair was a gr success and the society was very actively engaged for many years in promot agricultural education among the farmers, mainly through the agency fairs and exhibits.

In North Carolina, on the 8th of October, 1852, was originated a volunt organization, known as the North Carolina Agricultural Society, for the p pose of holding an annual fair where citizens "might be encouraged by exh tions, premiums and other means, to develop and improve the producti of agriculture and every species of native industry . . . and to which soci should be paid, out of the State Treasury, $1,500 annually, to be applied the payments of premiums upon agricultural productions, implements husbandry, and domestic animals, and to such other purposes as might calculated to advance the interest of agriculture and manufactures." T society is now managing the State Fair.

Popularity and Usefulness of Fairs

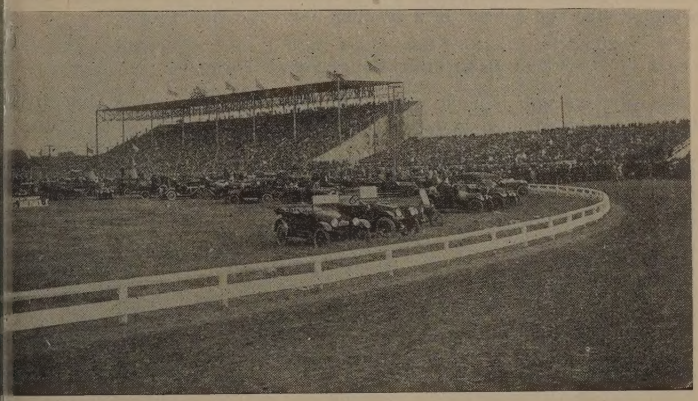
Fairs and expositions have multiplied so rapidly that it is not feasi to try to chronicle the actual number in the United States. More than 3,(fairs, including State, district, county, community, township, school and str types are held every year, at various seasons. And every year sees an increa and a redirection toward better purposes. In North Carolina there were fairs in the fall of 1917. There are strong indications now that this numb will be widely increased in 1918.

The fall of 1917 was a record-breaking season for fairs everywhere. Repo from the west and north present the greatest attendance and the larg number of competitors and entries in the history of fairs. In North Caroli more than three-quarters of a million people attended the fairs, while number of entries exceeded 45,000.

In the face of the Great War, this national achievement is phenomen Its explanation lies in three facts. First, increased food production and f conservation, as conducted by the government and its agencies, must continued, if the War is to be brought to a victorious and successful iss Secondly, there must be some educational basis for arousing, stimulating a holding interest in agriculture and live stock, and for showing graphica that efficiency in agriculture is being promoted. Third, proper entertainm and social intercourse are not only essential phases of education in norm times, but become even more so in abnormal times. The more serious international problems, the greater need for properly directed and guid entertainment, in the spirit of the times, in order to prevent the nation fr becoming morose and moody. Our morale must be kept up.

As reflectors or indexes of the sentiments of their communities, fairs occu

ramount position. The types of exhibits displayed and the character
ıe fairs promoted, advertise either advantageously, or disadvantageously,
nterests that people have in meeting the exigencies of the situation. Fairs,
efore, are not only popular institutions, but are worth-while institu-
s and should be maintained and improved. They bear a most direct
ionship to the educational problems of the day, particularly to those
lems which touch vocational education.



Courtesy Ray P. Speer, St. Paul, Minn.
Fig. 1—1917 was the record breaking season for fairs everywhere.

What is a Fair?

e fair itself is largely an exhibition. It is a graphic method of portray-
what has been accomplished. It is the blackboard upon which are
red the results of progress, improvement, initiative; the application of
r methods and closer study. A fair is not so much an *educational* insti-
n as it is a medium or an occasion upon which are displayed the results
e year's *education*, a meeting of common and mutual interest, where the
and direction of progress can be determined. This, every fair undertakes
chiefly through a systems of exhibits, competitions, contests, demonstra-
and explanations, whose main features are superior crops, animals,
inery and the various products of the home and school.
irs are more than this. They are informal conventions of mutual interest,
erings of people interested in their communities, in themselves and in
thing that tends to improve the locality, the farm, the home, the church
the school. Fairs are inspirers of community coöperation, of work-
her spirit, of common weal. The basic principle of rural organization
at farmers must be organized around something in which they have
al economic interest. Merely organizing rural interests in a general,
gible, indefinite manner for the sake of organization, and not for because
hat the organization may produce, is a waste of time and a dismal
re.
irs represent typical rural organizations, the immediate purpose of which
better conditions, by stimulating greater production and better pro-
on, by teaching through comparative methods, the secrets of larger

individual and collective profits, which in turn can be expressed in improv
living.

Fairs are *not* mere money-making institutions any more than the scho
are; rather, they are money-losing institutions. If fairs today were not s
ported by State, county and private subscriptions, they could not exist, as
many cases expenses outweigh receipts. On the other hand, properly c
ducted fairs, with the proper goal in mind, result in increased productio
by disseminating information, and are, therefore, very properly supported
State aid, private subscriptions and in some instances by taxation. The fa
therefore, like the school, is a medium for educating people.

Prominent Educational Factors

The fair as a unit is made up of a number of factors, all of which contr
ute toward the same end, namely, instruction, inspiration, socialization a

Courtesy Roy Thomas, Lowe's Grove, N.
Fig. 2—There were 159 Community Fairs in North Carolina in 1917.

amusement. These factors are (1) exhibits; (2) contests; (3) competit
entries; (4) demonstrations; (5) lectures, and (6) entertainment featur
When properly correlated, each in its proportionate place, they make up t
American institution, known as the modern agricultural fair. When th
factors are not properly balanced, the product becomes top-heavy and t
result is generally a failure.

Too much entertainment, and often of a questionable variety, and
enough instruction, wearies patronage in due time and the fair dies of st
nation. Too much instruction and not enough entertainment fails to sec
proper patronage, without which fairs cannot succeed. A lack of entr

ifies no individual interest, due to any one of a number of causes. No bits signify no community interest on the part of schools, clubs and other l institutions. Where coöperation is not effected with the agencies of state who are interested in agricultural development, such as the North lina Agricultral Extension Service, the North Carolina Department of culture, and the North Carolina State State College of Agriculture and ineering, demonstrations and lectures are missing. The successful fair bines all of these educational factors.

Educational Value of Exhibits

here is presumably no one factor, which can do more to stimulate effort ne improvement of farm conditions, and at this serious time, to arouse als for greater production of food and feed, than the agricultural fair. s there "that the farmer has an opportunity of seeing and observing progress made in the improvement of farm crops and animals and of paring his own efforts with the work of his neighbors." The educational e of an exhibit, to the exhibitor, largely lies in the amount of construc- thought and labor placed upon the making of it. To the spectator, the e of an exhibit is measured by the information it conveys. The magnetic g about exhibits, particularly at small community fairs, is that they are onal from all viewpoints.

ne exhibitor enjoys pardonable pride and egotism in showing the product as grown, raised or made, to his personal friends, feeling in their intimate, onsible admiration, encouragement and stimulation for greater effort. in the same way, the spectator would rather, by far, see the exhibits mmediate friends and acquaintances are showing, because of the easier more intelligent criticism he can make, knowing the personal background all.

these smaller fairs men and women obtain an opportunity of hearing rete discussions, based personally on the very stock and products that themselves have brought to the fair. They get a visual lesson of what titutes good crops and desirable live stock, and the image stays with because they have seen products that were superior to theirs. To contrib- therefore, in a genuine manner toward this educational end, the bits should be of a kind that will reflect the farm and the rural com- ity and should be based on crops, animals, garden, household, machinery, , diseases, etc., in which the patrons of the fair are personally and ly interested.

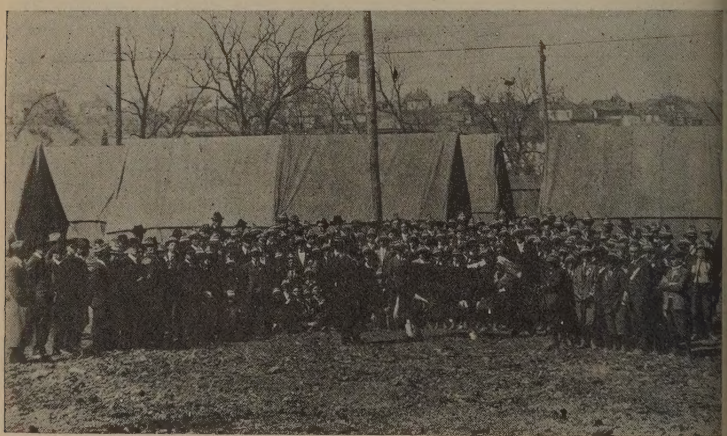
Value of Contests

very year sees an increase in the number and quality of various contests ne fairs. These contests may range from young peoples' stock judging sts to the scoring of most efficient and highly organized farms. In the nerance of agricultural education and agricultural improvement, contests irs are playing a most important part. They are one of the most popular ments ever inaugurated for interesting people in active work for indi- al and collective betterment.

n example," said Gladstone, "is worth a thousand arguments." There are ways of imparting information and knowledge. One way is by precept, other is through expositions and models. The latter has many advan- s over the former, particularly in agricultural teaching. The young les' stock-judging contests, for example, not only cause the young folks udy the history and characteristics of the animals they are to judge, they also bring them into direct touch with stock and with breeders. rganization has a greater opportunity to reach the young people on the , than the agricultural fair, through the medium of contests.

"Contests demand the actual doing of things." Putting one's best effor and thought into a task is education in itself. Following this up with co crete results, in competition with others, is still greater education. "Co tests develop a spirit of loyalty among the people of any community." Co tests do more than that. They create a good natured spirit of competiti rivalry, which in itself is an educational stimulus. "Contests assist in impro ing methods of doing things and in securing greater efficiency." Farm demo stration work is contest work. Boys' and Girls' Club Work is contest wor Contests of this kind have been responsible for disclosing the fact that mo than 200 bushels of corn may be grown on one acre.

There is no better place nor more fitting a time, at which to announ contests, conducted throughout the year or at which to hold contests f which preparation has been made, than at the fair. Good work deserv recognition. Personal and isolated recognition is narrow. It is limited one person. Mass recognition is education in itself, because it teaches. T more people a contest touches, the better work it has done. The largest gat



Courtesy H. H. Williamson, College Station, Tex.
Fig. 3—A Boys' Encampment School at a Fair—learning to judge.

ering occurs at fairs and the spirit of the occasion, stirred as it is wi agricultural and rural things, is superlative for contests in agriculture, li stock, home economics and all that means for the betterment of rural li

Contests vary, of course, widely, with the conditions under which they a conducted and with the localities in which they are held. Some communiti are interested in one thing, some in another. Stock-judging contests, wi dairy cattle, beef cattle, swine, sheep, horses and poultry, for the young folk have been very successful in many places. Weed-naming contests, drivi contests, plowing matches, public speaking contests, on rural topics, are n only interesting, but educational and timely. Such contests as farm scanni or farm efficiency surveys, feeding contests, breeding contests, butter-f determinations and various crop-growing contests, which are conduct throughout the year, are splendid educational numbers for the programs fairs, as final announcements, in the nature of a commencement.

Demonstrations at Fairs

here is no rural institution or organization, that admits of a better opportunity for giving concrete agricultural, live stock, horticultural and home omics demonstrations, than the modern agricultural fair. Worked up by community or county itself, the fair assures a good attendance. It guarantees more than that. It provides a self-organized interest. Demonstrations, efore, at fairs are natural and logical parts of the fair and should be provided at every possible opportunity. In fact, these demonstrations can be zed as a most powerful weapon for educating the people away from the y, unchaste, uneducating, unworthy shows and exhibitions, present at so y of our fairs, to an appreciation of things that can be instructive and at same time, entertaining.

ch demonstrations should, of course, typify the interests of the particular nunity, in which they are given. The packing of fruit commercially, the ng of milk, the killing, dressing and handling of poultry for the market, nixing of sprays and fertilizers, butter-making, the testing of agricultural inery, the manipulation of farm machinery, the conducting of cooking ols, the canning of garden products, the pruning of fruit trees, the han- of eggs, the shearing of sheep, and many other educational demonstra- have been made a vital part of the fairs in many parts of the country.

Lectures and Chautauquas.

ctures and addresses fit in nicely in fair programs. Many fairs have e chautauquas a supplement to their other activities. The original pur- for holding fairs was not only to give the members of the fair society or ultural organization an opportunity for competing against one another, in blic place, but it was to provide a suitable place for holding contests, oning off cattle, and listening to addresses and lectures. The present day patron, particularly the farmer, who attends the smaller and really more ational fairs, expects these lectures and discussions. And they are very worth while. With the winning of the Great War as the uppermost in our minds, fairs provide excellent media for lectures on subjects per- ng to the war.

onservation and Economy," "W. S. Stamps," "Thrift Stamps," "Liberty ls," "Our Duties in the War," and many other kindred subjects have fur- d the opportunity for oratorical displays at our fairs. And undoubtedly, good has been done. In addition, however, to these paramount topics should be practical discussions of timely agricultural subjects. For e it is true that social and recreative features are very important phases ir work, yet, fairs would lose their significance and value if their programs not contain something *instructional* and *informative.* This must be essen- so, because every rural institution, tangible or abstract, concrete or gible, including the fair, depends for its existence and success upon the ee of material prosperity enjoyed in the community. To leave out the ical and practical lectures would make the fair incomplete and lacking.

What Entries and Premiums Signify

tries mean something more than simply showing what one has on hand in s, live-stock, fruit, vegetables, and kitchen products. Proper preparation exhibiting the best in any farm product means preparation in growing, esting, and getting ready for the market. The entry that wins the prize ie fair becomes automatically the "best seller." Practicing for the fair, efore, is learning to satisfy the "finicky" market, which is willing to pay producer for being "finicky." This is the most practical type of education.

In one of our counties this past year there were twelve community fai
The farm demonstration agent in this county visited each community at lea
three times, preparatory to its fair, and met with people, advising them, teac
ing them, inspiring them. Upon every occasion his lecture was simply thi
"Get your products as nearly uniform as you can. This will hold good f
corn, potatoes, stock, and almost every farm product." There is education
this type of work. In helping his constituents with their fair work he wa
at the same time, assisting them in solving the vexing marketing problems
the day.

The most important thing which can be said about premiums is that th
should be standard and educational, and not abnormal and spectacular
character. They should not be monstrosities. A dollar or two for the large
man or the shortest woman on the fair grounds means nothing. It is not ev

Courtesy Ivanhoe Whitted, Des Moines, Iow
Fig. 24—Enjoying good band music at a Fair—a social feature.

good amusement. It is cheap and freakish. Many fairs have often plac
their premiums upon innumerable names, duplicates upon the same variet
the production of ambitious salesmen, and upon mixed and inferior varieti
Premiums must represent the highest and best crop and live-stock produci
powers. Premiums are recognition of the known and the tried and proven,
opposed to the scrub, the worthless and the fake.

In this state we have a splendid plan for coöperative work between t
various fairs and the agricultural institutions. By means of a fund, which
appropriated by the State Department of Agriculture, for coöperative priz
and premiums at fairs, we are enabled to standardize thoroughly the premiu
catalogues of the fair associations. We do not believe that loosely organiz
composite exhibits, containing poorly selected individual entries, relics witho
a history, things purchased, etc., are very educational, so far as the fa
public is concerned. It is because we are trying to place the work upon
very highest educational value that we issued this year a composite premiu
list, applicable to the four types of fairs in this state, namely, communi

ty, district fairs, and the state fair. Our state fair premium list has made the model for the others. It should be so. This list was prepared pecialists in every line of fair exhibits and entries and embodies in its dules the best ideals of the day.

What Shall be Our Entertainment?

iat "there has been growing up among our fairs in recent years a laxity iorals, and that the shady side-show has been permitted to develop," is nd dispute. The big problem is what shall be our type of entertainment. ertainment will not raise more corn, more wheat, more alfalfa, or more stock; but indirectly it is an invigorator to the man who performs the k. It lightens his burden and sweetens and gladdens his life." Best enter- nent must be *clean.*

close analysis and study of the fair situation undeniably proves that "the ic has come to expect some special feature" at the fair, particularly at the er fairs. "If this is to be purely an amusement feature, it should be clean, demoralizing. A clean fair means more than good morals—it means good ness. In every community there are more good people than bad. Good le will not long patronize a fair that places money above morals and hood. On the other hand, no fair is ever boycotted by any class because clean."

e have placed our stamp of approval on the clean fair. We will not erate with fairs that license immoral and unchaste shows to appear upon grounds, or who allow gambling concessions or other hurtful influences ix with clean people. Doing this is reversing education. But if there is ally a demand for amusement features, and we know that there is, what be substituted for the type of shows which we condemn?

this day and time, when education is characterized by such intensity and purpose, it ought not to be difficult to initiate and develop amusement ures which will meet with the approval of the fun-loving public. Parades, ants, contests, clean vaudeville, athletics, ball games, military drills, local ag, balloon ascensions, aeroplane exhibitions, folk dances, concerts, such is features as the merry-go-round, loop-the-loop, and other mechanical rivances, moving pictures, and many other diversions are within the reach very progressive fair secretary who is interested in bettering his com- ity and who feels that the shows we condemn are an insult to every decent munity.

properly arranged and staged, a saddling contest, in which premiums e offered to the persons who could saddle and mount a horse and ride y in the shortest time, would draw just as large crowds as the vulgar tacle of a cheap "Oriental" show. Pig calling contests for the younger s have proven very entertaining. Removing a punctured automobile tire replacing it with a new one, in the shortest space of time would make an resting and valuable contest and exhibition. The number of things that be done, by way of entertainment, are without limit. Their adoption and ge depends upon the secretary and his faith in the educational purpose of work.

seems as if this were the opportune time for changing popular conception o what constitutes entertainment and fun. We believe that the people iselves desire a change. There is no question but what country folks are ly interested in the typical agricultural fair. To be sure some of them want the racing and the balloon ascensions, the pink lemonade, and the shows, but most of them also want something more sustantial and solid. mailed a questionnaire to every fair secretary in the state this winter, ng for information for next season's plans. Almost every reply was

enthusiasm personified for "a greater fair," "a more educational fair," "few side shows and more exhibits," "better and more representative exhibit This shows, undoubtedly, the determination on the part of many fair sec taries not to allow any diversion, no matter how good or entertaining, interfere with the real, educational, and more serious purposes of fair wo The outlook, therefore, is very promising and optimistic.

How Fairs Socialize

Perhaps one of the most valuable results of fair work in an educational w has been the large increase in the memberships of our fair associations. V have urged all the residents of every community, where there were fairs, join the local fair association. A fair means the exhibition of all of t products of all of the people; therefore, all of the people should belong to t fair association. In fact, every man and woman over twenty-one years of a should be eligible for application for membership in the local fair associati

Create a worker and you'll kill a critic. No greater truism ever exist Through the appointment of many committees, such as the school committ exhibit committee, program, premium list, grounds, entertainment, lunche lecture, reception, and other committees, a great number of people of t locality are placed in direct touch with the fair and with what the fair trying to do.

Such work is socializing. It is, therefore, educational. The incorporati and permanent organization of fair associations, on a large scale is benefic to the community or county. It is not a new thing for the larger fairs, but is a new departure for the small, community fairs, and one that will be p ductive of much good. Needing the introduction of a more coöperative spi and a better understanding of mutual problems the farm neighborhood coming to look upon the fair as an entering wedge for producing these thin One of our little communities has already started a movement for the constr tion of a permanent "Social Center Hall," the idea having originated out the community fair. Another one of our community fair associations h reported that it has established a definite policy of turning over its recei and its premium money to the Red Cross and other patriotic organizati during the period of the war. This is socialized education.

Seeing the Fair

"The fair," wrote the late Henry Wallace, pioneer worker and leader fo better agriculture, a better rural life, and better thinking, "is often entir too big a thing for any one person to see in its entirety in one day. Therefo if you really wish to see anything you must make up your mind in advance to what particular thing or department you want to see most; and then af making a brief survey of the whole fair, so as to get an impression of the s and make-up, devote yourself to this one particular thing or department, a of course, that will be the one in which you are at present most interested

"For example, you may be living on a farm in which one of the main depa ments is that of growing hogs. You may be figuring on some time becomin swine breeder yourself. Therefore, when you visit the fair make up yo mind that you are going to study the different breeds of swine. For that t fair will give you ample opportunity. You will see black hogs and red h and white hogs. You will see hogs bred for lard and hogs bred for bacon. Y will have a grand opportunity to study these two general types of hogs, a can make up your mind which will be the best type and the best breed of t type for your particular farm and market facilities. You can study and ma up your mind as to the merits of any particular hog or pen, and by watchi

judges can correct your own judgment. They may differ from you very erially in their opinion; but don't go away thinking that you have just as d hogs at home as you find at the fair. If you really do think so, bring e next year and see what the judges and your neighbors think about it.

You may be milking a few cows, and may be dissatisfied in the results, nking it would be better for your father to let the calves do the milking. If visit the dairy department, study the different breeds of dairy cows, and ly the records where such are available. Then from the dairy barns go to dairy department proper and get some lessons as to how milk is handled. familiar with the different types of separators and churns, and the methods nandling milk from start to finish. If you have an opportunity to see the ration of a milking machine, don't neglect it; and make particular inquiry to whether the long-continued use of it affects the milk yield.

You may be interested in straight farming. If so, make a special study of agricultural department. If you have an opprtunity to study the soil map

Courtesy Bureau of Animal Industry, Washington, D. C.
Fig. 5—What the farmer and the stockman come to see.

your state and note the different types, make it a point to study these ious types with regard to the fertility of the soil, as to the problems in ting it in proper physical condition, as to the kind of crops for which each e is best adapted, determined by climate and by the character of the soil lf.

Don't neglect, in visiting any department of the fair, to study the people; if you are to succeed in life, a knowledge of human nature is quite as portant as anything else. You will find different types of people in different artments. It is worth while to notice the difference in the type of people the cattle department, in the hog department, in the agricultural depart-nt, in the dairy department; for each particular line of business has more ess effect on character. Again, certain types of character are attracted to ain particular lines of business. After all, the biggest thing about any fair he people that attend it. For man is greater than all his works, and the ple of a state are a much bigger and grander thing than anything they r produced in the state, and always will be."

Relation of Fairs to Agricultural Extension

We are often asked just what possibilities fairs offer for coöperative work with the agricultural educational agencies of the state. As a supplement to the work of the Extension Service, fairs can do many things to improve the conditions of their communities as follows:

1. They can stimulate an increase in the production of crops and live-stock
2. They can be instrumental in the improvement of highways.
3. They can help in the consolidation of the schools.
4. They can also improve the homes.
5. They are teachers for better marketing methods.
6. They are general disseminators of agricultural information.

Our fairs have given us an opportunity to meet the farmers personally and to explain to them the work of our organization. They have given us an opportunity to secure coöperators for demonstration work. It was advantageous to us to have the fine audiences before whom to give demonstrations and with whom to conduct short courses and extension schools. At these fairs our specialists initiated new work. It has been an education in agriculture for the fair managers. Our fairs have been the public forums for discussion, exhibition, and demonstration of agricultural things of value.

Present Great Need

It has been very truly said that all the present fairs need now "for immediate action in a wider and a better directed field, is a change of view as to their mission and scope, and a practical plan for carrying on their work. Their activities need to be redirected and enlarged, so that fairs can take full advantage of all opportunities for assisting in the work of rural betterment. If public patronage is to be secured and held, fairs must be made so interesting and so vital that they will attract those whose presence is desired.

"In bringing about this accomplishment, fairs should not descend to the use of low or questionable methods, or to cheap, tawdry, or vulgar shows, no matter how great crowds such attractions may draw or how remunerative they may be. The fair must, above all, be loyal to its own constituency, which is the agricultural public, and must not be swerved from serving the public in the most effective way, no matter how enticing the other type of influences are."

"The best fair is the one that exerts the most influence for good—that makes for better farming, better living, and higher thinking."